

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

SUBJECT CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment ^{t*}	END SEM University Exam	Teachers Assessment ^{t*}
BA 402	SOC. SC., ARTS& HUM	Sociology of Tribal Society	5	0	0	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

Course Outcomes (COs): The student should be able to:

- Investigate and understand sociology not merely a social science discipline but more than a distinctive branch of knowledge.

BA -402: Sociology (core) Sociology of Tribal Society

Unit I

Introduction: Meaning and Definition of Sociology of Tribal Society, Utility of Sociology of Tribal Society

Unit II Socio- Cultural Profile of Tribal Society Kinship, Family, Marriage.

Unit III

Problems of Tribal : People Problems of Poverty- Problems of Indebtness, Problems of Exploitation- Problem of Alienation, Agrarian Problems- Problems of Illiteracy, Tribal Problems for “Five Year Plans”.

Unit IV

Tribal Integration and Identity: Approach of Isolation- Approach of Assimilation

Unit V

Approach of Integration- Tribal Identity

Recommended Readings:

- Ghurye, G.S.(1963). **The Scheduled Tribes**. Bombay: Popular Prakashan Pvt. Ltd.
- Canadian, K.m.(1958). **Marriage and Family in India**. Bombay: Oxford University Press.
- Bose, N.K. (1998). **Tribal Life in India**. New Delhi: National Book Trust.
- Fuchs, Stephen (1973).**The Aboriginal Tribes of India**. New Delhi: Macmillan.
- Gisbert, P.(1978). **Tribal India**. Jaipur: Rawat Publication.
- Majumdar, D.N. (1958). **Races and Cultures of India**. Bombay: Asia Publishing House.

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BA 403	Compulsory	Psychopathology	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Apply ethical and moral principles and concepts and theoretical and practical models in the field of Psychopathology, from a professional perspective of innovative and trans disciplinary intervention.
- Know the psychological and psychobiological principles of functioning of human as individual and groups, in the family, school, health and social spheres, from the centrality of the dynamics of the child's interaction with his/her environment from the perinatal period.

Course Outcomes (COs): The student should be able to:

- Know the methods of evaluation, diagnosis and treatment in the field of psychopathology applicable from various professional and competency-based areas.

BA403

Psychopathology

Unit I

Introduction to Psychopathology; Concept of Normality & Abnormality, Historical Background Approaches to abnormality– Evaluative, and Psychodynamic Orientation to Classification system (DSM-VI, ICD-11). Diathesis Stress Model. Managing Mental Health.

Unit II

Psychological Models of Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive-Behavioural, Humanistic, Existential, Socio-cultural. Stress: Nature, Sources and Types; PTSD and Acute Stress Disorder. Psychosomatic Disorders: Symptoms; Causes and Treatment; Preventive measures, Prognosis.

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Unit III

Anxiety disorders: Generalized, Conversion Reaction, Phobias, Obsessive Compulsive Disorder, Managing Anxiety. **Childhood Disorders:** ADHD (Attention Deficit Hyperactivity Disorder), Learning Disability: (Dyslexia, Dyscalculia, Dysgraphia), Managing Anxiety.

Unit IV

Psychotic Disorders: Mood Disorder - Mania, Depression Psychosis, Bipolar affective disorder, Schizophrenia: Etiology, Symptoms, types: Simple, Paranoid, Catatonic, Hebephrenic, Residual.

Unit V

Personality Disorders: (a) Dissociative (b) Impulsive (c) Anti-Social (d) Borderline (e) Avoidance (f) Dependent Personalities, Etiology, Symptomatology.

List of Practicals:

- Seguin Form Board
- Problem Check List
- Fear Check List
- Self Concept
- Adjustment Scale

Recommended Readings:

- Buss, A.H. (1999). **Psychopathology**. New York: John Wiley.
- Carson, R.C., Butcher, J. N. and Mineka, S. (2010). **Abnormal Psychology and Modern life**. Pearson Education, Inc. and Dorling Kindersley Publications Inc.
- Sarason, G. I. and Sarason, R. V. (2007). **Abnormal Psychology: The Problem of Maladaptive Behaviours** (11th Edition). Pearson Education Inc. and Dorling Kindersley Publishing Inc.
- Singh, A. K. **Adhunik Asamanya Manovigyan. Patna:** Moti Lal Banarsi Das.

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BA 404	SOC. SC., ARTS & HUM	Fiction	5	0	0	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world and to extend various perspective readings

Course Outcomes (COs): The student should be able to:

- To provide students with a meaningful context for acquiring and memorizing new language and developing oral skills
- To cultivate a sense of involvement which motivates and encourages students to learn through active participation

BA -404: Fiction

Unit I

Growth of the Novel- Growth of the Novel, Fiction as the base for other literary and media writing, Reading long and short fiction – definitions and differences.

Unit II

Fiction & Narrative Strategies-Plot, Characterization, Narrative Technique ,Atmosphere ,Style ,Points of view and Structure and Elements of Novel,

Unit III

Introduction to types of Novels :Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Detective Novel, Science Fiction, Meta-fiction Novel, Psychological Novel, Stream of Consciousness Novel.

Unit IV

Reading Short Fiction -Schools and Schools: O. Henry

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The Diamond Necklace Guy de Maupassant

Unit V

Reading Long Fiction -Mulk Raj Anand: Untouchable

Jane Austen: Pride and Prejudice

Recommended Readings:

- Prasad ,B.(2008). **A Background to the Study of English Literature**. Delhi: Macmillan.
- Scholes ,Robert et al (2007). **Elements of Literature: Fiction, Poetry, Drama, Essay, Film**. USA: OUP.
- Messerli, Douglas (1977). **Index to periodical fiction in English, 1965-1969**. Metuchen, NJ: Scarecrow Press.
- Allen, Walter Ernst (1954). **The English novel: a short critical history**. London: Phoenix House.
- Baker, Ernest Albert (1974). **The history of the English novel**. London: H. F. & G. Witherby.
- Dyson, A. E.(1974) **The English Novel: Select bibliographical guides**. London: Oxford University Press.
- Austen, Jane (2007) **.Pride and Prejudice** . New York: Penguin Classics.
- Anand, Mulk Raj (2005). **Untouchable**. New York City: MacMillan

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BA405	Compulsory	Macroeconomics II	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- Understand modelling of a macro-economy in terms of analytical tools

Course Outcomes:

- Understand various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context.
- Learn various theoretical issues related to an open economy.

Syllabus:

UNIT I Consumption Functions

Income Relationship, Propensities to Consume and the Fundamental Psychological Law of Consumption; Implications of Keynesian Consumption Function; Factors Influencing Consumption Function.

UNIT II Demand for Money

Demand for Money for Liquidity Preference- Transactions Demand for Money- Precautionary Motive-Speculative Demand for Money- Aggregate demand for Money: Keynes's View- Demand for Money and Keynesian Liquidity preference Theory.

UNIT III IS-LM Curves

Nature and Shape of IS and LM curves; Interaction of IS and LM curves and Determination of Employment, Output, Prices and Investment; Changes in IS and LM curves and their Implications for Equilibrium

UNIT IV Financial Markets and Reforms

Features of Financial Markets, Functions of Financial Markets, Banks and Financial Markets, Major Financial Sector Reforms in India, Lessons from the Global Financial Crisis and the Policy Response in India

UNIT V : Analysis of Business Cycles

Phases of Business Cycles, Features of Business Cycles, Theories of Business Cycles- Hicks, Sun-spot Theory, Keynes, Samuelson Model of Business Cycle.

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Text Book:

1. H .L Ahuja(2016). **Principles of Macroeconomics**, S. Chand Publication; New Delhi.

Reference Books:

1. N. Gregory Mankiw (2010): **Macroeconomics**, 7th edition, Cengage Learning India Private Limited, New Delhi
2. Richard T. Froyen (2005): **Macroeconomics**, 2nd Edition, Pearson Education Asia, New Delhi.
Errol D'Souza (2009): **Macroeconomics**, Pearson Education Asia, New Delhi.

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BAHNPUBAD 401	Compulsory	Development Administration	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able to:

- Understand the meaning of the concept of developmental administration
- To evaluate the nature and purpose of developmental administration
- Understand the various facets and elements of developmental administration

Course Outcomes (COs): The students should be able to:

- Understand the meaning of the concept of developmental model
- Understand how the concept of developmental stage is being theorised by policy makers
- Know of the relevance of the contemporary development and its discourse of its developmental and administration purpose and state

COURSE CONTENTS:

UNIT I

Growth of Development Administration, Evolution, Scope and Significance, Development Administration: Concept and Meaning

UNIT II

Development Strategy and Planning Goals of Development, Role of Planning, Mixed Economy Model and its Rationale and Significance India's Socio-economic Profile at Independence

UNIT III

Planning Process Grass Roots Planning, District Planning, Planning Commission and National Development Council State Planning Machinery

UNIT IV.

Enhancing Bureaucratic Capability, Bureaucrats and Politicians and their Relationship, Neutral vs Committed Bureaucracy, Social Background of Indian Bureaucracy, Role of Bureaucracy, Colonial Heritage of Indian Bureaucracy

UNIT V

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Specialized Agencies for Development, Co-operatives and Development, Role of Voluntary Agencies, Problems and Prospects of Panchayati Raj, Emerging Patterns of Panchayati Raj, Concept of Democratic Decentralisation, Evolution and Role of Panchayati Raj

Suggested Readings:

- Mohit Bhattacharya, **Social Theory and Development Administration**, Jawahar Publishers
- Ratnakar Gaikwad, **Initiatives in Development Administration**, Yashwantrao Chavan Academy of Development Administration
- R.K. Sapru, **Development Administration**, Sterling

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BAHNPOLSC 401	Compulsory	Comparative Government and Politics	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to

- Identify key governmental institutions and understand their functions.
- Describe the historical factors that have shaped political institutions and structures.

Course Outcomes (COs): The students should be able to:

- Evaluate one’s own political system, its strengths and its weaknesses, by comparing it to others.
- Evaluate and assess the political performance of a given state in terms of its policy outcomes, such as economic development, political stability, social equality, personal liberty and quality of life

COURSE CONTENTS

Unit-I:

Understanding Comparative Politics: a. Nature and scope b. Going beyond Euro centrism

Unit-II:

Executive , legislature , and Judiciary of U.K , U.S.A and france.

Unit-III:

Comparative Analysis on the features of the constitutions of UK , U.S.A, France Switzerland and china .

Unit-IV:

Compare Federal And unitary Systems – U.S.A, INDIA and Switzerland (Federal Systems) UK , France and China (Unitary Systems)

Unit-V:

The Political Economy in third world- issues and debates. Russia USA Uk Switzerland India

Suggested Readings:

- Chandhoke N., (1996) *Limits of Comparative Political Analysis in Economic and Political Weekly*, Vol. 31 (4).

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- Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press.
- Mohanty M., (1975). 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2.
- *Constitutions in Authoritarian Regimes* (2013)
- *Comparative Constitutional Design* (2012)
- *Comparative Constitutional Law* (2011)

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BA406	SOC. SC., ARTS& HUM -	Field Study/Book Review/Case Study/Seminar	0	0	0	5	0	0	0	0	100

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able:

- This paper has an objective of exposing the students on various field study concepts
- To provide an opportunity for students to apply theoretical concepts in real life situations
- To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks

Course Outcomes (COs):

- The student should be able to acquire research skills and capabilities to take up the project work.

The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.